DOCUMENT RESUME

ED 281 648 PS 016 514

TITLE Early Childhood Essential Elements.
INSTITUTION Education Service Center Region 6, Huntsville, Tex.
SPONS AGENCY Texas Education Agency, Austin.
PUB DATE [84]
NOTE 75p.; Developed and written by Early Childhood Curriculum Task Force. For companion documents, see PS 016 512-513.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Art Expression; *Basic Skills; Cognitive Development; Communication Skills; Creativity; Developmental Continuity; *Developmental Tasks; Elementary School Curriculum; Emotional Development; Motor Development; *Preschool Children; Preschool Education; *School Readiness; Self Care Skills; *Skill Development; Social Development

ABSTRACT

This teachers' guide is meant to be used in developing individualized programs for pre-kindergarten children or for children of elementary school age who have not developed pre-kindergarten competencies. The guide outlines concepts and skills that many preschool children master before entering kindergarten or first grade. Contents concern six developmental areas: cognition, communication, motor skills, self-help, social/emotional skills, and creative expression. For each developmental area, fundamental skills are categorized sequentially into developmental "milestones," special skills leading toward proficiency in "essential elements." These elements are the broad skills or learning tasks necessary for establishing the foundation for a minimal level of readiness for elementary school curriculum. A task might be "develops auditory perception"; a milestone might be "changes body movements in response to sound," and "shows recognition of specific sounds." Not all of the fundamental skills listed under a developmental milestone must be mastered in order to achieve either the milestone skill or the essential element. However, the milestones are the most important skills to develop for proficiency in an essential element. Using the essential elements as a guide, teachers can structure activities which present learning tasks at an appropriate skill level. At the beginning of each section, a chart depicts the relation of developmental area to elementary school subject areas. (RH)

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Early Childhood Essential Elements

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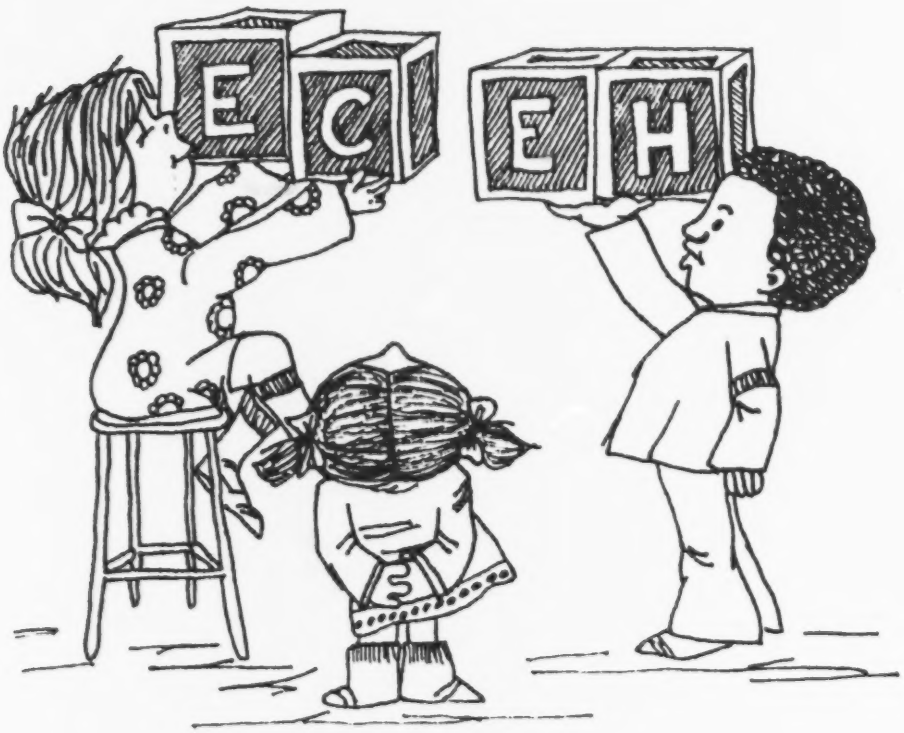

Developed and Written by Early Childhood Curriculum Task Force

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The project presented herein was performed pursuant to a Title VI-B Early Childhood Incentive Grant through the Texas Education Agency.

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ACKNOWLEDGEMENTS.....

The Early Childhood Essential Elements resource materials were developed under the leadership of Al Stewart, the Early Childhood Specialist from Region VI, Education Service Center, who conceptualized and blueprinted the project and managed the funding. They are also the product of many hours of digging through early childhood curricula and guides by a talented writing team:

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SPECIAL THANKS

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. . . to the early childhood teachers who field tested the skills and objectives in their classrooms.

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. . . to the early childhood secretary for all of her stamina, endurance and hard work in typing and re-typing this document.

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. . . to the Special Education Staff at Education Service Center, Region VI for their support, encouragement and input during this special project.

PREFACE.....

Outlining the total scope of an educational plan from birth to age six is a very ambitious project. Montessori spent years developing a curriculum and many years went into Gessell's organization of developmental stages of growth. The project to develop "Early Childhood Essential Elements" spanned six months with interspersed group planning days. The goal of the project was to extend the Texas State Board of Education mandated curriculum elements for elementary schools, downward into early childhood and infancy. The mission was to outline major learning achievements of youngsters during these early years so that teachers could use the outline to select and generate experiences for children whose progress has not been satisfactory. Based on the works of developmentalists and preschool educators, these resource materials were developed to identify the knowledge and skills which equip the youngest children for public school experiences. The format and content of "Early Childhood Essential Elements" was based on that of the "Elementary Essential Elements" as prescribed by the Texas State Board of Education in 19 TAC Chapter 75, pursuant to HB 246 of the 67th Texas Legislature.

The "Early Childhood Essential Elements" document is designed to correlate with the "Elementary Essential Elements" of 19 TAC Chapter 75. The "Elementary Essential Elements" program emphasizes academic skills and academic subject areas. It defines the scope of the kindergarten through sixth grade curriculum. Children with identified handicaps or children with inadequate pre-school experiences may not be able to function well within the core elementary curriculum without educational and/or therapeutic intervention. The "Early Childhood Essential Elements" is formated to provide quick reference to essential elements, skills and milestones that can assist the teacher in planning activities for pre-school children.

The "Early Childhood Essential Elements" is a "working" resource. It is not intended as a mandate, rather, presents a guide to structuring an early childhood program and selecting a curriculum compatiable with children's needs.

It is our hope that you, the teacher, will find this information to be an aid to effective planning.

Donna M. Derkacz
Early Childhood Specialist, Consultant
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Al Stewart
Early Childhood Specialist
Task Force Coordinator

Introduction and Rationale

Children in pre-kindergarten programs need learning experiences that prepare them for the elementary school years. The "Early Childhood Essential Elements" outlines concepts and skills that many pre-school youngsters master prior to their entrance into the kindergarten or first grade curriculum.

Pursuant to HB 246 of the 67th legislature, the Texas State Board of Education developed rules for curriculum in Texas schools. As a part of this curriculum effort, the "Essential Elements of Elementary Education" was developed which describes the minimum skills to be mastered by students in kindergarten through grade six. Pre-kindergarten curriculum elements are not included in "Essential Elements of Elementary Education" but are affected by the student learning requirements in the document. The "Early Childhood Essential Elements" document is compatible with "Essential Elements of Elementary Education", however, it is unique in several ways.

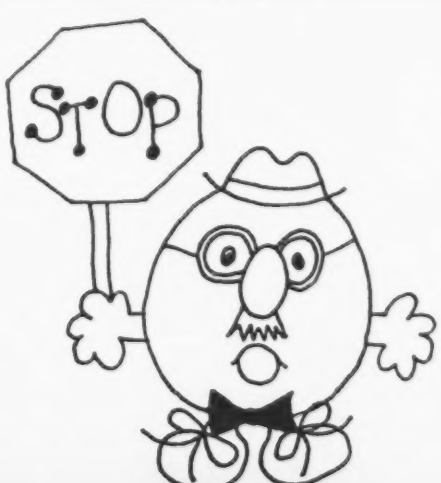
While "Essential Elements of Elementary Education" is organized by academic subject areas, "Early Childhood Essential Elements" organizes skills and concepts into developmental areas. These areas are: Cognition, Communication, Motor, Self-Help, Social/Emotional, and Creative Expression. Youngsters who have developed proficiency in these developmental areas should be adequately prepared for the elementary school program. The correlation between the elementary subject areas in "Essential Elements of Elementary Education" and the early childhood developmental areas in "Early Childhood Essential Elements" is illustrated in a chart at the beginning of each section.

The "Early Childhood Essential Elements" document is a guide that can assist the teacher in developing individualized programs for pre-kindergarten youngsters or for children who are of elementary school age but have not developed pre-kindergarten competencies. Therefore, this document may also be used as a supplementary resource for pre-kindergarten and early elementary children functioning at a readiness level.

The "Early Childhood Essential Elements" document may also be used as a planning aid for teaching groups of children of special populations such as the students with limited English speaking ability, bilingual students, handicapped students, and students who have been culturally or educationally deprived. The early childhood program for these students could include activities that develop the capacity to learn and acquire skills. The "Early Childhood Essential Elements" document presents skills and concepts that can be emphasized in individual or group learning activities and serve as steps to later academic work.

Correlation Between Subject Areas of "Elementary Essential Elements"
and Developmental Areas of "Early Childhood Essential Elements"

ELEMENTARY ESSENTIAL ELEMENTS AREAS	EARLY CHILDHOOD ESSENTIAL ELEMENTS AREAS					
	Cognition Perception and Thinking Skills	Communication Receptive Language and Expressive Language	Motor Gross and Fine	Self-Help Health and Safety and self-management	Social/ Emotional	Creative Expression Music, Art and Crafts, and Drama
English Language Arts						
Listening	X	X			X	X
Speaking	X	X			X	X
Reading	X	X				
Writing	X	X	X			
Language	X	X			X	X
Mathematics	X	X				
Physical Education	X	X	X	X	X	X
Fine Arts Art	X	X	X		X	X
Music	X	X	X		X	X
Theatre Arts	X	X	X		X	X
Health	X	X		X		
Science	X	X				
Social Studies	X	X		X	X	X



UNDERSTANDING THE FORMAT.....

The "Early Childhood Essential Elements" document presents early childhood achievements through six developmental areas: cognition, communication, motor, self help, social/emotional, and creative expression. These areas branch into the academic areas used to organize the "Elementary Essential Elements" of 19 TAC Chapter 75. All of the developmental areas include achievements that influence a child's performance in the academic areas, and each developmental area correlates with one or more academic areas. The correlation of each developmental area with each subject area is shown in a chart that precedes each section of the "Early Childhood Essential Elements" document.

Included with the "Early Childhood Essential Elements" document is a fold-out sheet which lists the developmental areas, the essential elements and the milestones in chart form for easy reference.

LEARNING THE TERMS.....

The skills in "Early Childhood Essential Elements" are listed sequentially within each developmental area. The skills within each area are categorized sequentially into milestones leading toward essential elements.

What Are Essential Elements? Essential Elements are general statements of major learning tasks that a child learns through experience. The essential elements contained in this document are the broad skills necessary for establishing the foundation for a minimal level of readiness for elementary school curriculum. Using the essential elements as a guide, the teacher can structure activities and experiences which present learning tasks at an appropriate skill level.

What Are Milestones? Milestones are special skills. The skills leading to each essential element are grouped under milestones. These milestone skills seem to be particularly important for continued progress toward an essential element. Not all of the skills listed under a milestone must be mastered in order to achieve the milestone skill or, eventually, the essential element. However, the milestones are the most important skills to achieve if proficiency in an essential element is to be realized.

What Are Skills? Skills are specific, observable, measurable behaviors. They are those small, sequential steps which lead toward mastery of milestones. Skills reflect the proficiency, accuracy and breadth with which a child masters a learning task (essential element). Mastery of an essential element does not necessarily mean that the child has mastered all the related skills. But skill development does demonstrate the quality with which a child is able to achieve a learning task. The teacher can use the skill sequences to structure challenging experiences that help a child in the learning of essential elements.

In Summary. The "Early Childhood Essential Elements" document lists sequentially, specific skills which lead toward mastery of the essential elements within a developmental area. These small, sequential steps are grouped under milestones necessary for mastery of the essential elements within each developmental area.

USING THE EARLY CHILDHOOD ESSENTIAL ELEMENTS.....

This document is intended to help you organize your thinking. It is intended to help you pinpoint gaps in your chosen curriculum and map out strategies for children who are not responding to your program. It cannot be used as an assessment, but it can offer some informal guidelines for structuring a suitable program for individual children. Suppose a child cannot accomplish the objectives and corresponding skills set forth in a curriculum. For example, suppose Susan is working on a skill that has been assigned to her for several weeks and no progress towards attaining this skill has been observed. What do you do? Several planning options are available to you; one of which is to use the "Early Childhood Essential Elements" notebook. These steps will help to organize your use of the notebook.

1. Select a developmental area that you think best categorizes the skill on which Susan is working.
2. Read the essential elements listed under that developmental area.
3. Select the essential element that best describes the learning task that requires this skill.
4. Find the skill or the closest description of that skill listed under the essential element.
5. Consider the skills that precede and follow the problem skill.
   A. Perhaps preceding skills should be developed first.
   B. Perhaps the skill can be skipped and Susan can work on the next skill.
   C. Perhaps the skill is a milestone skill and every effort must be made to teach that skill. If so, decide whether Susan has attained the preceding milestone. Perhaps it would be best to start there.
6. Examine the essential element under which this skill appears. Perhaps Susan demonstrates inadequate development of many of the skills in the sequence outlined for that essential element.
7. Examine other essential elements in that developmental area. Look for learning tasks that have not been addressed in your program. Perhaps a related essential element contains many of

the complementary skills Susan needs in order to master the problem skill. Consider presenting activities that include related essential elements.

The course you select will depend on Susan's developmental strengths and weaknesses, the curricula and therapeutic resources available to you, and the educational setting in which you teach. You are the analyst. The notebook offers only a guide to organizing your thoughts about the decision you must make in selecting learning activities.

REMEMBERING SOME IMPORTANT TEACHING PRINCIPLES.....

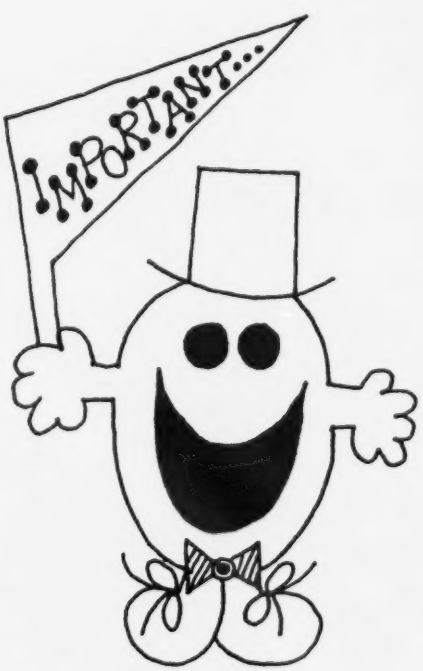
1. Teach children at their level. Adapt teaching strategies and materials to fit the child's learning needs.

2. Teach compensatory mechanisms. Children do not have to acquire all skills, but they need to master the milestones and essential elements. Help children compensate for skills they cannot master.

3. Help children feel that they are competent learners. Their early learning experiences should be positive and successful.

4. Teach with enjoyment and enthusiasm. Your attitude in teaching will be reflected in a childs' attitude toward learning.

5. Learn through teaching. Let the children teach you about how they learn. Let them share their interests with you.



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Reading	X	X				
Writing	X	X	X			
Language	X	X			X	X
Mathematics	X	X				
Physical Education	X	X	X	X	X	X
Fine Arts Art	X	X	X		X	X
Music	X	X	X		X	X
Theatre Arts	X	X	X		X	X
Health	X	X		X		
Science	X	X				
Social Studies	X	X		X	X	X

COGNITION

Multi-sensory experiences appeal to youngsters. They are experiences that invite children to move, see, hear, taste, smell and touch. Children use these senses to explore their world and all the objects in it. These sensory explorations are important for the development of perceptual and cognitive growth. Some children have difficulty using their senses. These children often appear hesitant to examine or play with educational materials. They seem unwilling to participate in teacher directed learning experiences. Other children delight in sensory activities but seem unable to form concepts based upon these activities. Children who have difficulty using their senses or forming concepts from sensory experiences may benefit from an intervention program that develops perceptual and thinking skills. Here are some suggestions for intervention in perceptual and cognitive development.

1. Break down thinking skills into step-by-step tasks.

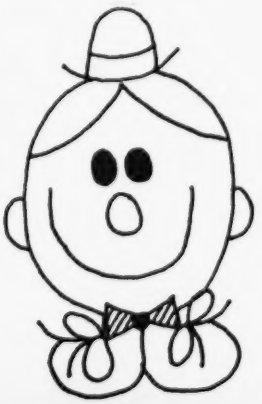
2. Find the correct step with which to begin a learning task.

3. Provide plenty of opportunities for repetition.

4. Use multi-sensory activities.

5. Use transitions when changing activities.

In this section cognition is divided into perceptual skills and thinking skills. While these two sub-catagories are different in emphasis they may require similar skills. Therefore these similar skills are listed in both sections.



Essential Elements	Specific milestones (#) and related skills (*)
Develops Auditory Perception	# Alerts to a wide range of auditory stimulation * Is startled by loud sounds * Is quieted by a human voice * Responds to auditory stimulation (voice, bell, drum) # Changes body movements in response to sound * Moves different parts of body in response to sound (limbs, head, eyes) * Turns head toward voice * Locates sound in environment by looking in appropriate direction * Stops activity and responds to name * Responds to rhythm when song is playing * Uses gestures and other movements to communicate * Participates successfully in directed creative movement or game activity # Responds to sound through vocal expression * Vocalizes randomly * Vocalizes when sung to or talked to * Coos, gurgles, laughs and smiles * Laughs out loud # Imitates sounds * Enjoys babbling, using tonal inflections * Discriminates changes in frequency and pitch * Repeats own sound * Repeats sounds made by others * Forms bisyllabic repetitions (ma-ma, ba-ba) * Imitates nonspeech sounds (click, cough) * Imitates syllables * Repeats words made by others * Repeats nursery rhymes # Shows recognition of specific sounds * Distinguishes between friendly and angry voices/faces * Is frightened by angry voices/faces * Responds appropriately to affectionate and scolding tones * Retains auditory images * Discriminates between unrelated sounds (crumpling paper, sneezing, tapping a pencil, clapping) * Recognizes non-verbal auditory patterns (clapping, snapping) * Turns head in direction of person named * Turns head in direction of object named * Identifies common sounds * Identifies minimal differences in spoken words (hat, cat, bat) * Makes nonsense rhymes * Produces different phonetic sounds

Essential Elements	Specific milestones (#) and related skills (*)
(Auditory Perception, cont.)	# Expresses needs through production of sound * Differentiates cues for hunger, pain, discomfort * Vocalizes emotions, intonation patterns * Produces single and bi-syllable sounds to meet specific needs (wa-wa--water, ca-ca--cracker) * Repeats sounds for adults to receive recognition * Expresses wishes in sentence form * Uses appropriate emotional related tones to fulfill desires # Responds to verbal directions through body movement * Performs on verbal cue alone * Uses gestures (waves bye-bye, shakes head-"no") * Imitates motor movement (peek-a-boo, pat-a-cake) * Inhibits activity in response to "no" * Follows task related directions (one part direction, two part direction, etc.) * Follows directions from a record * Points to object on verbal request # Forms sounds into words * Looks at familiar objects or persons when named * Knows own name * Uses jargon making inflected flows of connected sounds * Discriminates among words learned that words are symbols for objects * Blends sounds * Produces upon request specific familiar sounds such as animal, horn, etc. * Expresses differences among sounds such as music, voice, animals, and machinery * Points to object asking for adult recognition by using single syllable sounds (see--doggie, look--cow) * Blends syllables * Repeats two digits successfully * Repeats three digits successfully * Organizes words into simple sentences * Expresses thoughts successfully by using complete sentences * Is aware of distinctive speech sounds in initial position (beginning sounds) * Is aware of distinctive speech sounds in final position (ending position) * Is aware of distinctive speech sounds in medial position (vowels) * Matches auditory symbols (sounds, spoken words) to pictures

Essential Elements	Specific milestones (#) and related skills (*)
Develops Visual Perception	# Tracks moving objects * Follows moving objects horizontally/vertically * Follows moving objects through most of a circular path * Continues to track a moving object after it has stopped * Responds to different light intensities * Follows objects with eyes without moving head # Focuses on specific objects * Focuses momentarily on face or soft light * Studies objects with intent * Scans visually from one object to another # Recognizes familiar objects * Discriminates among faces * Begins to react to strangers * Is aware of new stimuli in environment * Points to familiar objects * Demonstrates a recognition by responding to familiar objects * Names objects of familiarity # Monitors reaching visually * Reaches for dangling object * Extends hands in raking motion * Uses radial palmar prehension (thumb and two fingers) * Grasps objects # Explores details of objects visually * Groups identical objects * Points to object that does not belong * Groups objects by use # Demonstrates signs of visual memory * Reacts to the disappearance of the human face * Reaches for vanishing object * Finds an object which is partially covered * Finds an object which is completely covered * Imitates facial movements * Recalls name of missing object from among many * Demonstrates a recognition of a familiar object or person after receiving a description

Essential Elements	Specific milestones (#) and related skills (*)
(Visual Perception, cont.)	# Differentiates objects within the environment * Finds an object which is the same * Points to the object that is different * Sorts objects which vary in shape, size, and color * Locates a specific object repeatedly from an array of unrelated objects * Identifies all like objects from a mixture of many objects, each repeated several times in the collection * Identifies objects by multiple characteristics (color, size, shape) from a collection of many objects # Organizes visually spacial relationships in the environment * Places round form in formboard (three pieces presented) * Completes three piece formboard * Tracks between two parallel lines with finger * Tracks between two parallel lines with pencil * Forms a pattern of two repeatedly (blue-yellow, blue-yellow, blue-yellow) * Places pictures in sequence in a story of three or more events * Positions repeatedly a picture on the same location of the paper when drawing * Places graduated rings in proper sequence over inverted ring * Draws within angled and curved path * Completes eight piece formboard * Forms a pattern of three or more items repeatedly * Places objects or pictures in specific order by single characteristic * Lines up objects in a logical order * Prints letters, numerals and simple words * Points to bigger, smaller, shorter, taller * Creates the intervening events when given pictures showing the first and last event of a simple story * Predicts movement outcomes # Develops visual representations * Matches two sets of objects by color * Matches two sets of objects by item * Colors a picture * Imitates drawing a square * Copies circles and horizontal lines * Draws a person with three parts * Ties a knot

Essential Elements	Specific milestones (#) and related skills (*)
Develops tactile perception	# Responds to touch of others * Quiets when picked up * Relaxes when spontaneously touched * Enjoys hugging and being hugged * Reacts to aggressive handling * Engages tactile experiences in play to include role play # Places objects in mouth * Mouths body parts * Mouths objects * Seeks out thumb or pacifier * Gums or mouths pureed food * Explores food with tongue # Explores body parts * Brings hands to mouth * Fingers own hands in play at mid-line * Clenches fist on contact * Enjoys back, feet and hand rubs * Engages in spontaneous clapping and hand games * Engages in body-oriented finger plays # Makes choices among texture and temperature alternatives * Responds to temperature changes in the environment * Prefers one texture of food over another * Rubs familiar objects for texture security * Removes hands from objects of extreme temperature (hot and cold) and textures (burrs, broken glass) * Responds to tactile pleasures and discomforts # Seeks out tactile experiences * Reaches for, grasps, and inspects objects * Touches new things in the environment * Explores standard tactile materials repeatedly (sand, water, fingerpaint) * Crumbles tissue paper * Discriminates between acceptable and dangerous materials # Engages in simple play with objects * Shakes rattle * Retains objects when placed in each hand * Explores objects for tactile values * Enjoys rubbing textures over body parts * Squeezes doll to make it squeak * Dresses and undresses doll

Essential Elements	Specific milestones (#) and related skills (*)
(Tactile Perception, cont.)	# Makes discoveries by manipulating objects * Unwraps small objects * Names familiar objects through tactile recognition * Matches four shapes (circle, square, star, cross) * Matches forms and objects visually and tactually * Matches forms tactually which differ topologically to a visual model
Develops kinesthetic perception	# Engages in intentional body movement * Extends hands in raking motion * Repeats random movements * Bangs two blocks or objects together * Grasps intentionally * Transfers toy from hand to hand * Uses body parts together * Practices specific movements * Learns to maintain balance while in various positions * Turns pages of cardboard book * Holds crayon with fingers * Holds marker or pencil with fingers # Engages in graphic expression * Scribbles spontaneously * Marks on paper with crayon * Starts to imitate scribble (hold crayon to paper) # Produces specific motor functions * Engages in hand games and spontaneous clapping * Isolates movement of thumb * Isolates finger movements * Completes puzzle with knobs * Draws vertical, horizontal and circle lines * Cuts paper with scissors * Cuts following a line * Employs mobility skills to explore environment (Begins with roll and works through to walk and run) * Refines eye-hand motor skills

Essential Elements	Specific milestones (#) and related skills (*)
Learns about people, places space, and events	# Predicts order in everyday happenings * Displays predictable behavior for events that follow a routine * Displays object identifications * Displays mental manipulation (actions can be thought out in predictable order) * Follows predictable routine independently * Displays more complicated mental manipulations (understands absurdities) # Explores environment * Studies objects by looking, tasting and touching * Moves limbs, head, eyes in response to voice, noise * Turns eyes or head in direction of voices and sounds * Follows light with eyes, turning head # Recognizes and responds to familiar voices, faces and surroundings * Recognizes mother and daddy * Follows object horizontally, vertically and circularly with eyes * Finds hidden object under container * Names familiar people and pets * Names environmental sounds when familiar with source (car, mower) # Is aware of self * Blinks at shadow of hand * Brings hand to mouth * Uncovers face * Knows own clothing from others * Imitates peek-a-boo and pat-a-cake * Recognizes self in mirror or picture * Identifies a body part * Says own name upon request * Touches and names own simple limb parts: arm, leg, elbow, knee * Touches and names own facial features: nose, eye, mouth, ear # Manipulates objects in space * Plays with rattle * Mouths objects * Reaches for rattle * Looks at objects she/he is holding * Transfers object hand to hand

Essential Elements	Specific milestones (#) and related skills(*)
(Learns about people, places, space, and events, cont.)	# Manipulates objects in space (cont.) * Bangs objects * Shakes a bell * Assembles three-piece body puzzle * Puts block in cup * Drops and picks up toy * Pounds peg in imitation * Scribbles on paper # Understands positional concepts (on, off, up, down) * Looks to floor when something falls * Climbs on a chair to reach * Places car at top of incline, then releases it to let it roll down * Uses body movements to demonstrate up, down, on, off # Determines size of objects * Distinguishes between big and little * Distinguishes between tall and short # Determines geometric characteristics * Places ○ and □ in formboard * Matches like shapes * Matches 2 sets of objects by shape * Points to and names shapes △ □ ▭ ○ * Draws simple geometric forms from tactile model * Names shapes (oval, rectangle and diamond) * Finds the shape that is the same, that is different # Is aware of self and family relationships * Identifies body parts and their functions * Touches and names body parts and planes on others * Touches and names own complex limb parts: wrist, ankle, elbow, shoulder * Names family members and their relationship to her/him (Brian-brother, Susie-sister) # Is aware of community * Tells city's name * Tells street name * Says his address (includes street and number, city, state) * Explores neighborhood * Goes on errands outside home * Goes to school unattended

Essential Elements	Specific milestones (#) and related skills (*)
(Learns about people, places, space, and events, cont.)	# Understands positional concepts * Identifies position (bottom, top, over, under, between, behind) by pointing * Identifies verbally positional concepts * Touches and names own body planes: top of head, bottom of foot, sides, front and back of body) * Places objects behind, in front of and to the side of # Locates specific objects in a group of objects * Identifies big/little, large/small, long/short * Groups like pictures * Names two things that are round * Names things asked for by use * Matches 3 primary colors * Matches related common objects # Determines relationships between objects without regard to shape and size (topological) * Reproduces forms representing topological relations * Places object behind, in front of, next to, and beside self and other objects on request * Describes location or movement through, away from, toward, over * Discriminates opened from closed figures
Learns that groups and/or objects can be combined and separated to create new groups	# Looks for and locates familiar objects * Matches like objects (concrete to concrete) * Points to familiar objects * Names familiar objects * Gives and shows specific objects upon request # Understands quantative concepts * Identifies some, all and none * Identifies few and many * Identifies most and least # Matches objects and symbols * Matches concrete object to a picture of object * Matches a picture of object to another picture of object * Identifies object by its use * Matches alphabet letters * Matches numbers # Associates what goes together * Finds likenesses * Finds differences * Identifies what does not belong * Identifies what is missing

Essential Elements	Specific milestones (#) and related skills (*)
(Learns that groups and/or objects can be combined and separated to create new groups, cont.)	# Classifies objects and sorts objects by one or more characteristics * Sorts by color, shape, and size * Identifies objects by sound it makes * Sorts by texture
Learns that the environment can be observed, manipulated, and tested, (by doing, comparing, contrasting, sequencing, concluding, and testing)	# Observes environment through the five senses * Aware of senses * Looks at pictures in book * Reacts to novel features of an object * Follows object past midline visually * Follows light with eyes, turning head * Explores objects tactually * Alerts to auditory stimuli * Tastes new foods * Names bitter, salty, sweet and sour * Tells number of objects in a given set by touch or sight, without counting * Describe objects in terms that are sensorily accurate (plate is round and flat, snow is wet and cold) * Tells if smell is sweet or pungent to his nose # Compares and contrasts objects through simple exploration * Dangles a toy * Reaches, grasps and puts cube in mouth * Finds partially hidden object * Pulls cloth to reach object * Squeezes doll to make it squeak * Turns pages of book # Expresses verbally likeness and differences among elements in the environment * Cries differently for discomforts (hungry, wet, tired) * Identifies difference between familiar animals' sounds # Seriates (place objects in order) according to size * Orders blocks from little to big * Orders blocks from big to little # Builds simple ideas by comparing, contrasting, and/or sequencing objects in the environment * Stacks 2 blocks * Stacks 5 graduated rings of a peg in order * Stacks nesting blocks in graduated sequence * Strings 4 large beads

Essential Elements	Specific milestones (#) and related skills (*)
(Learns that the environment can be observed, manipulated, and tested, (by doing, comparing, contrasting, sequencing, concluding, and testing, cont.)	# Organizes specific comparisons/contrasts or sequences * Identifies objects by their use (car, penny, bottle) * Points to picture of common objects described by its use * Identifies differences between objects and their use * Identifies colors by name * Tells whether pictures are the same or different * Names action pictures * Identifies color with object * Finds a pair of objects or pictures on request * Names position of objects: 1st, 2nd, 3rd * Describes where things come from and/or the process they go through (milk, wool, eggs) # Acts on a conclusion or concept once formulated * Determines location of hidden object, single displacements * Determines location of hidden object, multiple displacements * Draws conclusion of anticipatory outcome (jack-in-the-box, light switch) # Expresses the order of events verbally * Recognizes order of events in a story * Tells about immediate experiences * Expresses future occurrences with "going to, have to and will" * Tells two events in order of occurence * Retells events in proper sequence after listening to a short story * Retells short stories * Tells familiar stories without pictures for cues * Uses morning, afternoon and night appropriately * Tells what happens next, first, last, after and when finished
Learns about time	# Adjusts to basic family routines * Develops hunger during usual feeding times * Learns to sleep at night * Understands specific times of the day (i.e. meal time, nap time, bed time) * Understands difference between breakfast, lunch and dinner * Begins to tell own current activity (go sleep, eat now) # Begins to delay gratification (child knows rewards will come later) * Moves from tangible rewards to emotional rewards * Is able to wait for meal times to receive food * Is able to share, knowing he will get his turn * Is able to earn rewards # Differentiates between simple time relationships * Knows difference between night and day * Understands meaning of bed time * Understands appropriate time language (i.e. dark, light, night, day)

Essential Elements	Specific milestones (#) and related skills (*)
(Learns about time, cont.)	# Differentiates between time-sequence relationships * Sequences daily activities * Adjusts to time routines beyond the family setting * Identifies time units (i.e. days of the week, yesterday, today, tomorrow, morning, afternoon, night) * Expresses time sequence concepts (morning, afternoon, night, today, yesterday, last night, tomorrow) # Recognizes time-motion relationships * Understands concept of fast and slow * Predicts outcomes of moving objects (i.e. child can decide the winner or 2 cars in a race) # Verbalizes experiences * Gives immediate experiences * Describes events of the day in a sentence in order of occurrence * Relates a dream on request or spontaneously * Identifies parts of a day for specific activities # Answers question about units of time * Knows big and little hands on clock * Knows days of week in sequence * Knows months in year * Knows which is longer, a minute or an hour, a day or a year
Learns the concept of quantity	# Understands simple quantitive concepts * Responds to give me "one" * Responds to give me "just one" * Responds to give me "more" # Understands simple volume and weight concepts * Recognizes empty/full * Recognizes heavy/light # Understands the concept of counting * Says numbers in correct sequence * Matches objects with objects (one to one correspondence) * Matches objects with numbers (1-1) in imitation verbally * Matches objects with numbers one to one independently verbally # Understands the concept of number * Recognizes equivalent and non-equivalent sets * Matches print numeral with same quantity of objects * Matches a set of objects with a printed numeral * Orders numbers 1-10 using sets (ex. Which is larger, 3 or 6?)

Essential Elements	Specific milestones (#) and related skills (*)
(Learns the concept of quantity, cont.)	# Recognizes numerals * Matches numerals 1-10 * Points to a numeral upon request * Names numerals 1-10 # Understands math readiness vocabulary * Recognizes more/less * Recognizes few/some, most/least * Recognizes all * Recognizes how many
Learns the difference between real and seeming change	# Adjusts to short term separation from parent * Is content when left with sibling * Is content when left with familiar relative or family friend * Is content when left with new babysitter # Understands that there is a difference between fantasy and reality * Understands the difference between cartoon characters and real people * Tells difference between a picture and the real thing * Tells the difference between most real and make-believe characters in the environment * Understands make-believe when told fictitious stories * Laughs when told stories or events that seem absurd * Creates make-believe stories # Trusts own perceptions (acts on what he/she sees, hears, feels) * Trusts being blindfolded for games * Reaches into texture box willingly * Draws pictures that look like what they represent * Takes into account more than one aspect of the environment * Talks about change and differences in the environment
Learns to reason using cause and effect relationships	# Understands "if then" and "because" situations * Discovers that crying produces a response from others * Responds to directives like "Don't touch that, it will burn you." * Asks "what" and "why" questions # Responds verbally to "why" questions ("Why do we have...") * Explains "why" to simple perceptual experiences * Explains "why" to complex experiences * Creates "why" answers from the imagination, independent of visual cues

Essential Elements	Specific milestones (#) and related skills (*)
(Learns to reason using cause and effect relationships, cont.)	# Responds verbally to what to do in different situation questions (What do you do if your house is on fire?) * Repeats appropriate situational responses as taught by adults * States responses to situations based on emotional response to those events * Reasons out appropriate responses to simple situations # Predicts what happens next * Predicts upcoming events when watching a cartoon or hearing a story * Places pieces in proper order when presented with a sequence event puzzle * Repeats events in proper order when told a story * Predicts the faster as the winner when watching two cars race * Tells subsequent events when told beginning events of a simple familiar situation # Uses learned cause and effect relationships in creative activities * Draws pictures which contain stories involving cause and effect situations * Demonstrates through dramatic play cause and effect * Demonstrates more complex cause and effect relationships through creative experiences

Correlation Between Subject Areas of "Elementary Essential Elements"
and Developmental Areas of "Early Childhood Essential Elements"

ELEMENTARY ESSENTIAL ELEMENTS AREAS	EARLY CHILDHOOD ESSENTIAL ELEMENTS AREAS					
	Cognition Perception and Thinking Skills	Communication Receptive Language and Expressive Language	Motor Gross and Fine	Self-Help Health and Safety and self-management	Social/ Emotional	Creative Expression Music, Art and Crafts, and Drama
English Language Arts						
Listening	X	X			X	X
Speaking	X	X			X	X
Reading	X	X				
Writing	X	X	X			
Language	X	X			X	X
Mathematics	X	X				
Physical Education	X	X	X	X	X	X
Fine Arts Art	X	X	X		X	X
Music	X	X	X		X	X
Theatre Arts	X	X	X		X	X
Health	X	X		X		
Science	X	X				
Social Studies	X	X		X	X	X

Interaction is the key to language development and intervention. Foremost in intervention strategies are those which place a special person (parent or caregiver) as the language model. This person provides the language which the child is to learn. This person mediates and interprets the environment which the language symbolizes. There are several important points and variations to this approach:

1. Teach language that matches the cognitive and social/emotional abilities of children. Affective and physical environment of language is very important. Therefore, a primary intervention strategy is to create a loving and stimulating environment and teach through context of a daily routine. Sorting laundry provides such a context for language intervention.
2. Engineer social situations for verbal interchange between special adults and children, such as building morning routines in which predictable interactions occur that might include games or question-response chains.
3. Teach functional language needed to operate within a familiar context. For example, teach scripts for requesting food or a favorite activity.

Not all approaches to language intervention rely on interactions or environment. Some approaches:

A. Teaching to the deficit speech skills.

B. Viewing language as a cognitive function. Emphasize development of thinking skills and this will cause language to emerge.

C. Provide options to verbal communication by teaching language through signs or communication boards.

While current literature of language studies seems to indicate that emotional and social interaction are the primary organizing forces in early language, this is not the whole story. There are probably many avenues through which children can learn language. For example, if the ability to hear is intact, it is possible that the infant could learn language through a combination of intervention techniques. The key, then, becomes a matter of deciding which approach to take with

which child. The decision to apply one approach over another must be made after considering the circumstances of the family, needs of the child, and skills of the interventionist and therapist. Flexibility is required to adequately provide language intervention with youngsters. Therefore, it is extremely important to review and practice several intervention approaches. One approach will not work with all children all of the time.

Essential Elements	Specific milestones (#) and related skills (*)
Learns to recognize and distinguish familiar sounds and voices	# Alerts to wide range of auditory stimulation * Shows response by moving eyes in direction of sound * Changes body movement in response to sound * Turns head toward vocal sound * Maintains eye contact # Recognizes and matches familiar and similar sounds * Responds to familiar sounds * Distinguishes between familiar voices * Responds to name * Distinguishes between similar sounds * Distinguishes rhyming sounds
Learns the meaning of object, action, descriptive and position words	# Comprehends one word utterances * Responds appropriately to simple action words * Stops action when told i.e. "stop" * Comprehends "no" for non-existence (it's all gone) * Comprehends "no" for rejection (doesn't want any) # Points to common objects when named * Points to concrete object * Points to picture of object # Comprehends phrases # Comprehends descriptive words * Attends to different sensory stimulation * Discriminates different sensory textures by pointing to descriptive request (touch something soft, touch something sticky) * Touches an object with a specific texture # Comprehends plurals * Points to more than one object upon request * Points to pictures showing plural form of objects * Gives more than one of object (i.e. blocks) when asked in plural form # Points to common object described by its use or position * Shows understanding of "is not" by touching the object "is not____." * Comprehends "no" for denial (with object) (hold up a ball--ask "Is this a car?" child shakes head "no") * Points to object that is in, out, over, or under

Essential Elements	Specific milestones (#) and related skills(*)
Learns to understand commands and questions	# Imitates motor movement when stimulated (peek-a-boo, pat-a-cake) * Attends to activity ten seconds or more * Uses gestures (waves bye-bye, shakes head "no") # Follows simple verbal direction accompanied by gesture or physical cue (give me your hand) * Stops activity momentarily at least when told "no" * Gives up object upon request # Responds to simple questions with nonverbal bodily responses * Shows anticipation of events when sound cue is provided (goes to coat rack etc., when told "let's go outside") # Follows three different simple one-step directions without gestures from adult * Picks up and gives familiar object upon request * Gives or shows four-five specific common objects upon request (nouns) # Comprehends personal pronouns * Understands my/mine, I, me * Understands him/her, we, they, he, she, us # Carries out two-step commands with questions * Comprehends location words (in, out, over, under) * Carries out two-step command without gestures * Indicates understanding of directions despite background noise # Carries out series of three step directions in correct sequence * Follows three step directions using position words ("open the door and get the sweater that is under the shirts and put it in the car") * Follows three simple directions with paper and pencil
Learns to listen to stories and poems	# Sits quietly and listens to short story * Attends to and enjoys poems or rhymes (one-two minutes) * Requests to be read to (will bring book to you) * Points to objects in story upon request * Recognizes deletions in the story if the reader changes sequence # Attends to stories or poems for five minutes * Points to three-five pictures in a book when named * Holds book and "reads" to self for three-five minutes * Points to simple action words (running, eating, etc.) in story book

Essential Elements	Specific milestones (#) and related skills (*)
(Learns to listen to stories and poems, cont.)	# Attends to stories or poems for five minutes (cont.) * Recognizes if two words sound same or not same * Recognizes if two words rhyme # Demonstrates enjoyment through facial expression and body language

Expressive Language

Essential Elements	Specific milestones (#) and related skills (*)
Learns to use and imitate gestures both manual and facial	# Alerts to wide range of gestural stimulation * Turns head toward voice and coos, smiles, etc. * Waves good-bye * Imitates motor movement (peek-a-boo, pat-a-cake) # Combines words and gestures * Touches and names simple body parts (leg, arm) * Learns gestures for simple nursery rhymes
Learns to reproduce speech sounds	# Imitates sounds and voice intonation patterns * Repeats own sound * Repeats sounds made by others * Imitates voice intonation patterns of others * Combines syllables (ma-ma, da-dee) # Combines speech sounds * Repeats series of sounds * Combines two different syllables (ma-ma, da-dee) * Vocalizes five or more syllables in response to speech of other person * Imitates three vowel sounds # Repeats sounds * Tells if two words sound the same * Tells if two words rhyme # Understands meaning of voice inflection * Tells whether sound is loud or soft * Identifies high/low pitch
Learns the names, descriptions, and positions of objects	# Names objects * Uses single word to label object or person * Responds to "what's this" by giving object name * Names familiar toys * Says animal name when animal is present, then in picture * Asks for common food by name * Names familiar environmental sounds * Tells familiar animal names upon hearing sounds # Describes and locates objects through verbal expression * Uses word to describe position * Uses three descriptive words when presented with objects (sticky, pretty) * Describes object by use

Essential Elements	Specific milestones (#) and related skills (*)
(Learns the names, descriptions, and positions of objects, cont.)	# Describes and locates objects through verbal expression (cont.) * Describes objects in terms that are sensorily accurate * Tells functions of body parts * Uses words to describe family members * Tells opposites * Describes location
Learns to participate in a conversation by talking, asking and answering question	# Uses meaningful words in conversation * Combines two different syllables in vocal play (da-dee) * Says name upon request * Combines words and gestures to make wants known * Uses nouns, verbs, "-ing" verb forms * Uses articles, relative pronouns, adverbs * Uses regular past tense and irregular past tense # Uses voice inflection * Imitates voice intonation patterns of others * Asks questions by rising intonation at end of word or phrase * Controls voice volume # Asks and answers questions * Answers simple questions with "yes" or "no" * Answers "where" questions with prepositional phrase (Under the table) * Uses "can" or "will" occasionally * Asks question such as "what doing?" * Asks question such as "what's _____doing?" * Answers "who" questions with name (Who is sister? "Doris") * Uses "is" when appropriate at beginning of a question * Answers "how" questions * Tells address * Tells telephone number * Answers "why" question with explanation * Answers question "what happens if..." * Asks meaning of new or unfamiliar words # Carries on conversation with adult or child * Tells age verbally * Participates in group discussion

Essential Elements	Specific milestones (#) and related skills (*)
Learns to talk about events as they are happening	# Makes requests known * Uses one word sentence as request (drink, potty) * Says "more" in three appropriate situations * Says "all gone" in two appropriate situations * Asks for common food using its name # Forms simple sentences * Tells own current event in simple sentence (go potty) * Refers to self by own name in speech * Explains own ideas # Uses complex sentences * Combines two words to express possession (Daddy car) * Combines noun or verb with "there" and "here" in two word phrase (book here) * Tells immediate experiences * Combines two sentences to make compound sentences # Relates two events in order of occurence * Uses today, yesterday, last night, tomorrow appropriately * Tells daily experiences * Tells original story
Learns to respond to books and poems read aloud	# Attends to stories and poems * Points to three-five pictures in book when named * Relates three-five part sequence story * Repeats simple poems or finger plays * Tells familiar stories without pictures for cues # Responds to questions about stories and poems appropriately * Answers yes or no when asked simple questions from story * Answers three questions about short story
Learns that anything that can be spoken can be written	# Requests adult to write his/her words * Draws a picture and tells about it * Requests teacher to write "talk" * Writes name * Writes simple words phonetically # Asks meaning of labels, signs, words # Recognizes words in print * Identifies familiar labels and logos * Identifies name * Identifies friends' and family names

Correlation Between Subject Areas of "Elementary Essential Elements"
and Developmental Areas of "Early Childhood Essential Elements"

ELEMENTARY ESSENTIAL ELEMENTS AREAS	EARLY CHILDHOOD ESSENTIAL ELEMENTS AREAS					
	Cognition Perception and Thinking Skills	Communication Receptive Language and Expressive Language	Motor Gross and Fine	Self-Help Health and Safety and self-management	Social/ Emotional	Creative Expression Music, Art and Crafts, and Drama
English Language Arts Listening	X	X			X	X
Speaking	X	X			X	X
Reading	X	X				
Writing	X	X	X			
Language	X	X			X	X
Mathematics	X	X				
Physical Education	X	X	X	X	X	X
Fine Arts Art	X	X	X		X	X
Music	X	X	X		X	X
Theatre Arts	X	X	X		X	X
Health	X	X		X		
Science	X	X				
Social Studies	X	X		X	X	X

MOTOR

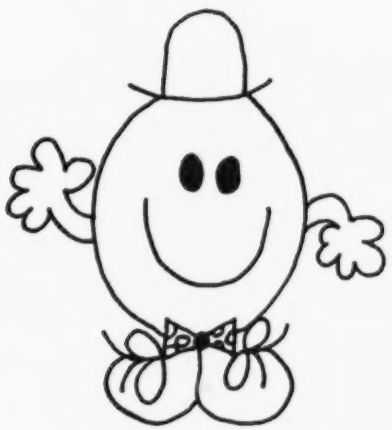
Children move. They move their bodies and hands in order to explore and discover their world. Through movement children are able to expand their understanding of the environment and learn to use their muscles to perform everyday tasks. They are able to walk, chew, climb, hold things, wave and move their tongues and mouths to talk.

Movement is a complex and multi-faceted ability. It is comprised of the neurological abilities to balance, touch, perceive motion, and perceive where body parts and objects are in space. Movement also requires strength and coordination. Children who have problems with one or a combination of these abilities may experience motor delay. Motor delays may be very mild or quite severe. Children with motor problems can benefit greatly from regular or special pre-kindergarten programs. But these children may need assistance. Here are suggestions that could help a teacher in working with a motor-delayed child.

1. Build independence in children. Give children with motor problems a chance to find out what they can do. It may take more time, but children with motor problems need experiences that show them what they can do by themselves.
2. Adapt toys and equipment so that children with motor problems can use them. Adapt and arrange the environment so that children can maneuver within it.
3. Refer children to an occupational or physical therapist who may specify instructions for working with a child. These might include:
   a. special exercises
   b. selected activities to help a child compensate for problems in balancing
   c. hints for handling feeding, toileting, positioning and carrying children with motor problems.

The motor section of the "Early Childhood Essential Elements" is divided into two parts - gross motor and fine motor. Gross motor development refers to learning tasks and skills that require the use of large muscle groups. Fine motor development refers to

learning tasks and skills that require the use of small muscle groups. Children with mild gross or fine motor problems may experience motor delay, but they are usually able to follow normal developmental sequences.



Essential Elements	Specific milestones (#) and related skills (*)
Learns to use large muscle groups	# Rolls from back to stomach independently * Lifts head and chest when on stomach * Holds head erect when in sitting position * Sits with support # Sits without support * Leans forward, while sitting, to obtain objects out of reach * Pulls self to sitting position # Creeps forward * Raises self to crawling position on hands and knees # Crawls on hands and knees * Holds to crib rail and stands when placed there * Pulls self to standing position * Stands momentarily # Stands alone well * Sidesteps around playpen or crib while holding on to rails * Makes stepping movements when supported under the arms * Makes stepping movements when held by both hands * Walks two or three steps (one hand held) * Stoops and recovers # Walks independently * Walks carrying a toy * Walks with a pull toy * Walks backwards # Runs without falling * Runs * Runs - stops without holding and avoids obstacles * Gallops # Jumps in place on both feet * Jumps off bottom step with both feet * Hops on both feet * Hops on one foot # Jumps forward * Jumps over a 12" obstacle * Performs a standing broad jump * Performs a running broad jump # Demonstrates forward somersault # Walks on balance beam * Walks forward, backward and sideways

Essential Elements	Specific milestones (#) and related skills (*)
Learns to move in relation to objects	# Handles a rolled ball * Rolls the ball with both hands * Catches a rolled ball # Kicks a large ball * Takes two or more steps and kicks ball * Kicks a rolling ball # Throws ball * Throws 8-12" ball * Throws a small ball from standing position # Bounces ball * Bounces a large ball with both hands * Bounces a large ball with one hand # Throws ball into box * Throws ball overhanded * Throws ball underhanded * Throws a beanbag into a basket # Catches a large ball * Catches a large bounced ball with arms and body * Catches a thrown ball with arms and body * Catches thrown ball with both hands # Runs obstacle course with at least two turns * Runs to a specified target at least 20 feet away * Runs smoothly, turning sharp corners and making sudden stops with ease
Learns to pattern movements so that repeated patterns become smooth	# Crawls on hands and knees * Crawls up steps * Crawls down steps backwards * Climbs into an adult chair and seats self # Walks up and down stairs * Walks up stairs - one hand held * Walks down stairs - one hand held * Walks up and down stairs, holding rail * Climbs up and slides down sliding board

Essential Elements	Specific milestones (#) and related skills (*)
(Learns to pattern movements so that repeated patterns become smooth, cont.)	# Walks up stairs alternating feet * Walks up and down stairs carrying object without holding rail * Climbs freely on playground equipment # Skips alternating feet # Jumps rope
Learns to coordinate body parts to create a movement	# Pedals a tricycle * Rides small bike with training wheels # Swings freely * Gets on a swing and swings alone * Swings from a moving rope # Balances on either foot * Skips on one foot # Skips alternating feet
Learns to maintain rhythms by moving the body	# Moves parts of body individually in rhythm to music * Dances in rhythm to music * Claps in rhythm to music * Keeps time with simple tunes with hand instruments # Participates in musical games

Essential Elements	Specific milestones (#) and related skills (*)
Learns to use other small muscle groups, such as those in the eyes and mouth	# Follows with eyes to midline * Looks at objects at midline * Strikes objects together * Follows visually through ninety degrees * Follows hand movements # Tracks visually past midline * Tracks vertically, horizontally, and circularly * Holds cup with both hands and drinks # Looks at distant objects # Forms position of mouth to produce sounds * Chews * Licks * Sucks
Learns to use specific hand movements such as grasping, releasing and manipulating, and learning ease and dexterity in those movements	# Moves arms symmetrically * Is aware of hands present * Touches hands together # Uses Palmar grasp * Reaches for object, not necessarily obtaining it * Reaches and grasps toy * Grasps and pulls toys * Holds toy in hand (2-3 seconds) * Turns doorknob with two hands # Uses Pincer grasp (thumb and index finger) * Picks up block and places it on flat surface * Scribbles with crayon spontaneously * Turns 2-3 pages of a book * Turns single page # Stacks blocks * Stacks several 2" blocks * Attempts to build tower * Builds block tower * Builds a bridge # Strings beads * Strings one 1" bead * Strings several beads * Strings and laces shoes

Essential Elements	Specific milestones (#) and related skills (*)
(Learns to use specific hand movements such as grasping, releasing and manipulating, and learning ease and dexterity in those movements, cont.)	# Displays dexterity in hand movements * Folds paper * Folds paper, diagonally and creases it * Makes rolled ropes, round cakes, and balls out of clay * Winds up toy * Molds clay into shapes * Holds pencil correctly # Shows hand preference
Learns to use the eyes and hands together	# Grasps and releases objects * Touches hands together * Picks up and drops toys * Exchanges object - hand to hand * Holding one toy, grasps another toy # Takes out and places objects in/on a container * Unwraps small objects * Stacks rings on peg * Places pegs in a pegboard and removes # Points and traces with index finger * Pastes using index finger * Traces around shapes * Traces around letters and numerals # Holds with one hand and operates with the other * Strings one 1" bead * Unscrews and screws 3" lid * Pours from various containers * Pastes pictures on paper without overlap * Hits nail with hammer # Completes puzzles and pegboard designs * Completes a simple puzzle * Reproduces simple pegboard design from model * Completes six-fifteen piece interlocking puzzle # Manipulates scissors * Snips with scissors * Cuts along straight line * Cuts following a curved line * Cuts circles and squares from paper * Cuts out simple pictures

Essential Elements	Specific milestones (#) and related skills (*)
(Learns to use the eyes and hands together, cont.)	# Draws and reproduces recognizable figures * Imitates drawing of cross and circle * Draws shapes * Draws a recognizable person # Develops beginning handwriting skills * Copies M and N stroke * Copies "circle" strokes * Reproduces capital letters and numerals 1-10 * Prints initials of name * Prints name

Correlation Between Subject Areas of "Elementary Essential Elements"
and Developmental Areas of "Early Childhood Essential Elements"

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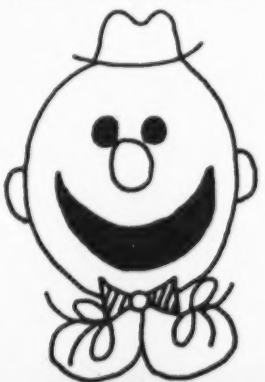
Speaking	X	X			X	X
Reading	X	X				
Writing	X	X	X			
Language	X	X			X	X
Mathematics	X	X				
Physical Education	X	X	X	X	X	X
Fine Arts Art	X	X	X		X	X
Music	X	X	X		X	X
Theatre Arts	X	X	X		X	X
Health	X	X		X		
Science	X	X				
Social Studies	X	X		X	X	X

SELF-HELP

Independence! For some children it is an unspoken battle cry; for others it is accomplished with ease; for others independence is hard work. Independence means doing things for yourself. Children who can do such things as button a jacket, put on shoes, cross the street, and brush their teeth are masters of their own bodies and surroundings. Such skills are an important part of participating successfully in the everyday world of people and places.

Children need independence. They need to know and act upon the idea they are doers and learners and that they can take care of themselves. The milestones and skills presented here are sequential. However, some children will not be able to go from one skill to the next without smaller steps in between and/or adaptations of equipment (i.e. a spoon with a built up handle). Peruse different curricula until you find one that offers the incremental jumps suitable to the child you're teaching. Most children learn self-help skills without excessive coaching and demonstrations. Since they are developmentally ready to learn these skills, they need minimum adult guidance. However, some children may require training that targets each skill. Commonly self-help, health and safety skills are taught through task analysis. The teacher analyzes the task and breaks it into smaller more manageable sub-tasks. Children work on each sub-task stringing them together until the entire task is learned.

Select a program that breaks self-help, health and safety tasks into sub-steps that you think are appropriate for your children. Share these activities with parents and encourage parents to continue self-help work at home. A home-school effort is an effective way to work on building a sense of independence in youngsters.



Health, Safety, and Self-Management

Essential Elements	Specific milestones (#) and related skills (*)
Learns to be responsible for personal hygiene (Health)	# Develops personal preference to be clean * Does not cry during washing and bathing * Engages in water play * Washes self with soap and water (assisted) * Cleans nose with Kleenex (assisted) * Washes self with soap and water (unassisted) * Cleans nose with Kleenex * Washes hands at appropriate times * Turns water on and off # Participates in daily activities related to personal cleanliness and health care * Attempts to brush hair * Cooperates with tooth brushing * Washes hands with soap and water (assisted) * Dries face and hands (assisted) * Brushes teeth in imitation * Blows nose * Wipes nose when requested * Brushes teeth with help * Washes hands and face * Cleans nose with Kleenex * Brushes teeth and rinses mouth * Washes self with soap and water * Uses handkerchief without reminding * Bathes and dries self * Covers mouth on request when coughing * Combs and brushes hair * Brushes teeth as trained # Accepts responsibility for toileting * Reacts to or attempts to remove wet or soiled diaper * Indicates, verbally, a dirty diaper * Remains dry one to two hour periods * Shows interest in flushing toilet * Maintains regular bowel movements * Uses words or gestures indicating need to go to bathroom even if too late * Sits on potty five minutes without assistance * Flushes toilet * Placed on toilet, uses appropriately * Urinates by self * Wipes self (aided) * Verbalizes toilet needs * Tells difference between bowel and bladder movements * Cares for day toilet needs * Goes to toilet (unassisted) * Has night bladder control * Does not wet the bed

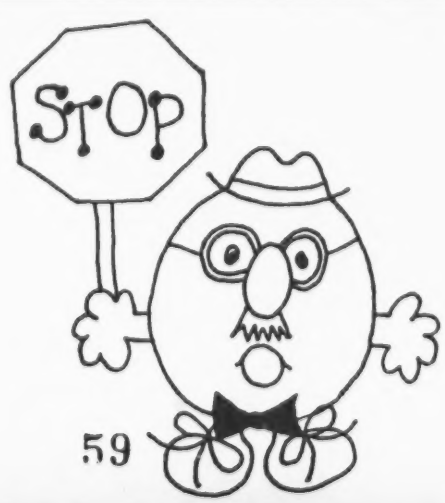
Essential Elements	Specific milestones (#) and related skills (*)
(Learns to be responsible for personal hygiene (Health), cont.)	# Accepts responsibility for toileting (cont.) * Wipes self (unaided) * Adjusts clothes after going to toilet * Uses toilet paper appropriately
Learns to manage dressing and undressing (Health)	# Acquires skills common to putting on and removing articles of clothing * Holds out arms while being dressed * Lays still for diaper change * Pulls off hat, socks on request * Cooperates in diapering and dressing by moving limbs * Undresses completely except for fastenings * Attempts to put shoes on * Puts on simple clothes without assistance (hat, pants, shoes) * Puts on shoes and boots * Selects appropriate clothing to wear * Distinguishes front and back of clothing # Demonstrates skills of fastening and unfastening articles of clothing * Unzips and zips large zipper * Unties shoes, removes socks and shoes * Unbuttons front and side buttons * Puts lace through eyelet * Buttons three front buttons * Unsnaps three fastened snaps * Undoes large buttons, snaps, shoelaces deliberately * Laces shoes * Dresses self - button/zip front * Puts on and ties shoes # Participates in care of clothing * Hangs coat on low hook * Puts dirty clothes in hamper * Hangs coat on hanger * Assists in putting away laundered clothing in correct drawer * Recognizes need for clothing repair * Shows interest in developing skills for clothing repair
Learns to eat appropriately and independently (Health)	# Develops eating and drinking skills * Coordinates sucking, swallowing and breathing * Uses sucking reflex * Swallows soft food * Closes lips on spoon to remove food * Allows being fed with spoon

Essential Elements	Specific milestones (#) and related skills (*)
(Learns to eat appropriately and independently (Health), cont.)	# Develops eating and drinking skills (cont.) * Swallows with closed mouth * Mouths strained food fed with spoon * Uses tongue to move food in mouth * Licks food off spoon * "Chews" mashed table foods * Picks up spoon * Holds bottle * Eats with hands * Feeds self with fingers * Holds, bites and eats cracker * Drinks from cup with assistance * Sucks through straw * Eats cut semi-solid food * Discriminates edibles/in-edibles * Chews solid food * Feeds self with spoon (cereal) * Drinks from cup without assistance * Drinks from glass * Uses knife (aided) * Uses spoon and fork (appropriately) * Serves self from serving dish * Serves self food * Sets table * Clears table * Pours from pitcher * Serves self from bowl and passes bowl * Gets drink without help * Gets drink from faucet * Uses table knife for spreading * Uses table knife for cutting * Uses toaster * Prepares simple foods # Develops and performs appropriate eating habits and skills * Ceases drooling * Uses spoon to feed (no spilling) * Begins to use fork * Keeps lips closed while chewing * Uses napkin * Wipes mouth after meal * Cleans up spills (unaided) * Uses cup, glass, knife, fork, spoon * Clears table - carries dishes to sink

Essential Elements	Specific milestones (#) and related skills (*)
Learns to do simple classroom chores (Social Studies)	# Uses simple cleaning utensils for schoolroom care * Cleans up spills (assisted) * Cleans up spills (unassisted) * Dusts shelves, furniture * Takes care of school room animals and plants # Practices simple housekeeping skills to keep personal work area clean * Assists in toy pickup * Puts away school supplies with direction * Puts away school supplies usassisted # Demonstrates self-management within group settings * Makes up own play activities * Plays outside ½ hour (alone) * Looks both ways when crossing street * Knows what to do when lost * Walks to and from school * Knows and dials own phone number * Plays with supervision outside (1 hour) * Visits and returns home in neighborhood * States need for rest * States need for physical activity * Begins work promptly * Does not disrupt others * Works 15 minutes
Learns to do simple home chores (Social Studies)	# Uses simple cleaning utensils for care of the environment * Cleans up spills (assisted) * Cleans up spills (unassisted) * Sweeps floor * Dusts furniture * Completes familiar task # Practices simple housekeeping skills to keep personal home and classroom area clean * Assists in toy pick up * Makes own bed * Puts away toys with directions * Puts away toys (unassisted)

Correlation Between Subject Areas of "Elementary Essential Elements"
and Developmental Areas of "Early Childhood Essential Elements"

ELEMENTARY ESSENTIAL ELEMENTS AREAS	EARLY CHILDHOOD ESSENTIAL ELEMENTS AREAS					
	Cognition Perception and Thinking Skills	Communication Receptive Language and Expressive Language	Motor Gross and Fine	Self-Help Health and Safety and self-management	Social/ Emotional	Creative Expression Music, Art and Crafts, and Drama
English Language Arts						
Listening	X	X			X	X
Speaking	X	X			X	X
Reading	X	X				
Writing	X	X	X			
Language	X	X			X	X
Mathematics	X	X				
Physical Education	X	X	X	X	X	X
Fine Arts Art	X	X	X		X	X
Music	X	X	X		X	X
Theatre Arts	X	X	X		X	X
Health	X	X		X		
Science	X	X				
Social Studies	X	X		X	X	X



Learning how to get along with other people is very important. Children learn to solve social and emotional problems in peaceful ways through loving guidance. Such solutions involve imagination, social customs, confidence and the ability to look at situations from another person's point of view. The pre-kindergarten child is just beginning to learn how to live in a community. The essential elements and skills outlined in this section present to the teacher behaviors that youngsters can learn during these preschool years. But these learning tasks are most effectively taught in nurturing environments in which patience and reassurance are used by both teachers and parents. Social and emotional skills require much practice before children can handle social situations independently.

Social and emotional learning is related to other developmental areas, especially cognitive and communicative abilities. Children who are delayed in any area may display inappropriate social and emotional patterns. These children can be taught more appropriate ways to get along with others. Here are some suggestions for working with them:

1. Help children find ways to handle their feelings. Many times children express an emotion in a socially unacceptable way. Try giving children socially acceptable options - physical activity, art work, talking about feelings are examples.
2. Provide an organized, structured environment. Develop predictable routines.
3. Try to anticipate social or emotional dilemmas. Offer options before the problem occurs.
4. Set limits. Make rules for the classroom that are clear and reasonable. Then tell children what the rules are. Give them time to accept the limits.
5. Speak to children positively. Avoid shaming, blaming and embarassing them.
6. Direct children into acceptable behaviors by acknowledging appropriate actions and ignoring annoyances.

Learning tasks outlined here with the supportive guidance of a teacher and parents may help children develop positive social and emotional behaviors and encourage them to become contributing members of their communities.

Essential Elements	Specific milestones (#) and related skills (*)
Learns social skills and appropriate group behavior	# Responds to familiar persons and objects * Quiets when picked up * Quiets to face or voice * Responds actively to mother * Smiles or vocalizes to talk and touch * Reaches for familiar persons * Smiles responsively * Smiles spontaneously * Gives affection * Shows affection towards stuffed animals, dolls and people * Leaves physical contact with familiar person momentarily * Prefers mother's assistance * Takes favorite toys to bed # Demonstrates self-awareness and acceptance * Watches own hands * Discovers own feet * Identifies self in mirror * Smiles at mirror image * Plays (unattended) * Plays through self-direction * Engages in parallel play * Plays alone * Plays different games by self # Interacts with others * Smiles at person speaking * Follows moving person with eyes * Prefers to be with people * Reflects silent adult's smile * Performs for social attention * Plays with other children * Interacts with other children by touching, pushing, taking toy * Discriminates strangers * Responds to other's expressions * Enjoys attention of group * Approaches a young child * Shows appropriate apprehension of strangers * Likes frolic play * Demonstrates shyness with strangers * Initiates social contact * Shares toys, food, etc. * Seeks out other's company * Waits turn

Essential Elements	Specific milestones (#) and related skills (*)
(Learns social skills and appropriate group behavior, cont.)	# Interacts with others (cont.) * Shares toy * Plays in small group * Offers toys to share * Plays with children of other social and ethnic backgrounds * Plays with children of other physical and racial characteristics * Plays cooperatively with other children by understanding the concept of sharing and taking turns * Observes rules and taking turns in games * Welcomes opportunity to go somewhere * Shares and listens to other's ideas * Exhibits good sportsmanship * Plays role of both leader and follower # Demonstrates positive social behavior
Learns about body parts and what they do	# Participates in hand and body activities or games * Imitates play activity * Plays hand games * Participates in pat-a-cake and peek-a-boo games * Plays imaginative games, such as pat-a-cake, peek-a-boo * Sings with group # Identifies large and small body parts * Touches body parts on self * Touches body parts on others * Touches body parts on doll * Touches body parts on picture * Touches and names body parts on self * Touches and names body parts on others * Touches and names body parts on doll * Touches and names body parts on picture * Touches, names and tells function of body parts on self # Performs intentional body movements * Responds to rhythm in music using body parts (clapping, snapping) * Discovers and explores personal body parts * Practices skills in use of body parts * Uses body parts to achieve tasks

Essential Elements	Specific milestones (#) and related skills (*)
Learns to recognize emotional states in self and others	# Distinguishes between expressions of anger, joy, sadness, surprise and jealousy * Distinguishes angry and friendly talking * Reacts to other's emotions, such as anger and pleasure * Watches face for cues * Recognizes others' expressed emotional responses * Identifies love, fear, sadness, anger # Expresses emotions using appropriate behavior and/or words * Expresses emotions * Expresses feelings * Verbalizes sympathy * Recognizes causes of emotions * Expresses anger verbally * Apologizes appropriately * Gives affection * Recognizes when a person or an animal is hurt or needs help * Shows symptoms of pity or shame
Learns to use the imagination	# Participates in activities imitating familiar incidents * Imitates play activity * Plays with doll or car * Plays house * Plays dress up * Plays two roles of mother or father * Imitates adult's housecleaning actions * Plays simple "pretend" games with props * Pretends to be engaged in familiar activities (being asleep, telephoning) * Dramatizes what s/he knows in play activities # Relates personal experience * Tells you about personal activities * Tells you the difference between what is real and what is make believe
Learns to work independently	# Recognizes the need to follow directions * Follows simple directions * Completes a project or task * Completes a long term project or task # Recognizes the need to be independent from familiar persons and situations * Shows periods of strong independence * Separates from familiar person in strange environment for five minutes

Essential Elements	Specific milestones (#) and related skills (*)
(Learns to work independently, cont.)	# Recognizes the need to be independent from familiar persons and situations (cont.) * Demonstrates a recognition of ownership * Seeks privacy * Stands up for rights * Accepts responsibility for personal belongings # Makes simple decisions and choices * Makes simple choices in food, clothing and activities * Chooses toy independently and begins to play
Learns about the family	# Understands the need for rules in the home * Accepts suggestions * Cites parents as authority * Accepts behavioral limits * Stays in own yard * Obeys family's rules * Accepts routines and changes * Plays near home (in the yard, on the sidewalk) safely without going into the street * Plays in immediate neighborhood (unattended) * Helps suggest family rules # Develops a feeling of security within the family unit * Resists sudden change * Leaves contact with familiar person repeatedly * Leaves parent without fuss * Plays unattended # Understands the differences between sexes * Discriminates between boys and girls * Identifies own sex * Identifies differences between men and women # Completes simple household chores * Asks to do simple household tasks * Helps with household tasks when asked * Takes responsibility for household tasks
Learns about the community	# Understands the need for rules for the community * Identifies some community helpers * Knows traffic safety rules

Essential Elements	Specific milestones (#) and related skills (*)
(Learns about the community, cont.)	# Recognizes the need for safety * Avoids dangerous or unpleasant situations # Identifies occupations of people in the community * Recognizes occupational vehicles of the city (firetruck, police car, ambulance) * Identifies community people in their uniforms (policeman, fireman, nurse) * Identifies functions of community helpers * Identifies location of community helpers jobs

Correlation Between Subject Areas of "Elementary Essential Elements"
and Developmental Areas of "Early Childhood Essential Elements"

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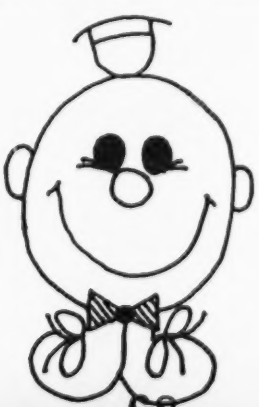
English Language Arts						
Listening	X	X			X	X
Speaking	X	X			X	X
Reading	X	X				
Writing	X	X	X			
Language	X	X			X	X
Mathematics	X	X				
Physical Education	X	X	X	X	X	X
Fine Arts Art	X	X	X		X	X
Music	X	X	X		X	X
Theatre Arts	X	X	X		X	X
Health	X	X		X		
Science	X	X				
Social Studies	X	X		X	X	X

CREATIVE EXPRESSION

From the first cry at life's beginning, children express themselves. Once children control their movements, expression becomes action. They point, make faces, and play. Soon children discover a crayon, pencil or marker - their first art tool. They discover that their movements control the tool and the tool makes marks. They discover they can move their bodies to music. At the same time that expressive movements are developing so also is the child's imagination and problem solving. Movement, imagination, and problem solving come together as creative expression.

Creative expression often requires specific skills. These develop through activities that nurture imaginative experimentation and provide opportunities to practice. Creative expression can be very therapeutic. It can give children a way to communicate their thoughts and feelings about themselves and their world. Many children benefit from activities that develop expression through arts and crafts, music, and drama. The essential elements and skills outlined here may be helpful in guiding you in the selection of appropriate creative activities for youngsters. Suggestions for getting them involved in creative activities are:

1. Adapt art materials. For example, use fat crayons or slip a small rubber ball around a marker to make it easier to hold.
2. Help children learn to express their feelings creatively. Ask them to dance a "sad" dance or draw a "happy" picture.
3. Observe everyday objects and events. Talk about these happenings. Put the observations into another form. For example, children might watch fish. Then do a "fish" dance, tell a "fish" story, or draw a "fish" picture.



A strong program for developing creative expression may enhance a child's desire to learn. Creativity can be a highly motivating force. It can be the reason for youngsters tackling difficult developmental skills. Whenever possible, include activities that give children the experiences they need to express their ideas and emotions creatively.

Essential Elements	Specific milestones (#) and related skills (*)
Engages in graphic expression (Kinesthetic stage)	# Begins to explore the different art media for their tactile value * Randomly scribbles with marker in hand usually with fist grasp using whole arm movement * Glues items on paper in one location of page (usually all items are stacked on each other with no definite pattern and paste is used lavishly) * Beats and pounds clay, dough, sawdust, etc. followed by breaking and rolling * Uses fingers, hands and arms to finger paint (does not make definite design) * Randomly spreads paint on paper with brush # Begins to choose art materials for intentional kinesthetic expression (begins to experiment with symbolization) * Imitates horizontal, vertical and circular scribble direction * Imitates horizontal, vertical and circular lines * Glues items on paper showing a progression of sizes (large objects are at large end of paper) * Produces definite lines and circles in paint (either finger paint or brush) # Willing to use a variety of art media # Recognizes ability to use the product of art media as symbols * Produces scribbles using marks, dabs, scratches, etc. repeated in one area * Produces scribbles that are more rounded * Produces object out of clay, and names it although it does not approximate reality
Displays inventive and imaginative expression through art materials	# Uses art media for representation * Produces distinct circular shapes * Draws circle and decorates it with lines, crosses and marks * Draws very simple man by combining two shapes (i.e. circles, lines, etc.) * Uses clay to represent specific objects by pulling out or adding on details such as nose, ears, arms, legs # Organizes creative product with reference to self * Draws unrelated objects on a page and places self in picture, unrelated to the objects * Draws a picture of his environment including self in relation to an object and tells a complete story * Uses clay to produce unrelated objects and produces image of self unrelated to these objects * Produces objects related to others and self using clay

Essential Elements	Specific milestones (#) and related skills (*)
(Displays inventive and imaginative expression through art materials, cont.)	# Represents familiar objects through creative expression * Produces human figures beginning with very simple, then more complex, using different art media (paint, crayon, clay, etc.) * Produces representation of animals using art media * Products develop concept of size and shape (i.e. goes from large house, large flowers to large house, small flowers, etc.)
Displays aesthetic growth through visual discrimination and judgement	# Uses color and spacial relationships in graphic representation * Chooses color of art media randomly * Chooses color of art media in relation to actual color of object in nature * Produces objects on paper without regard to base line * Produces objects on paper using base line (i.e. shows ground, sky, etc.)

Essential Elements	Specific milestones (#) and related skills (*)
Engages in creative and imaginative drama	# Engages in progressively complex types of play * Plays alone without reference to others * Plays parallel to others but free of roles and cooperation * Creates own story using flannel board pieces * Participates in simple dramatic play with peers imitating familiar roles * Creates original story # Participates in organized dramatic play * Participates in characterization in rhythmic movements (i.e. how animals walk and sound, wind blowing, rain falling, etc.) * Participates in action songs * Participates in finger plays * Dramatizes a familair story with minimal direction from teacher * Pantomimes verse or poetry (nursery rhymes, Mother Goose, short poems) * Takes part in classroom drama experiences * Speaks in front of group

Essential Elements	Specific milestones (#) and related skills (*)
Develops ability to appreciate and respond to music	# Responds to music by listening * Enjoys short songs alone or with adult * Enjoys short song with other children * Listens and identifies what he hears (loud, soft, fast, slow) * Listens for and identifies details and matches tones * Keeps "time" to rhythmic beat * Recognizes sounds of various instruments * Names familiar instruments * Identifies background song while engaged in another activity # Is able to create own music * Chants as he plays * Experiments with instruments and sounds * Invents new words for a song * Makes up extra verses for song * Accompanies song with instrument * Dramatizes a song * Manipulates and experiments with instruments * Plays instrument accurately to tempo of a song # Is able to move body in time to music * Makes random movements to music using large muscles * Moves rhythmically in own way for short time * Moves at fast tempo * Uses body movements (clapping, etc.) to "keep time" to regular beat * Is able to move at slow tempo * Is able to adjust body movement to type of music (Rock and Roll, classical, etc.) * Uses instrument as an accompaniment to body movements (beat rhythm sticks while marching) # Produces music with voice * Sings spontaneously while playing * Responds with actions to song sung by another * Joins in with occasional word or phrase as another sings * Sings with adult or group but not always in time with them * Sings with adult or group - matches tones * Sings alone * Selects and requests favorite songs * Recognizes songs sung or played by others

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